

Art Links Integrated Curriculum Unit

Curriculum Title:	What is Theatre?
Arts Organization:	Playhouse in the Park
School:	Two Rivers Middle School
Grade:	7
Academic and Classroom Goals: Include CPS standards, KY benchmarks	EL-7-FF-S-3 (read age appropriate material), WR-07-1.1.2, EL-7SLO-S-2 (verbal and non-verbal delivery techniques) EL-7-WC-S-2 (journals) EL-7-WC-S-6 (incorporating ideas from reading/discussion) RD-07-2.0.2 (characteristics of plays) RD-M7-5.0.1 (themes/ideas from dramatic work) EL-7RRT-S-1 (strategies for viewing) MA-7-NPO-S-RP3 (proportional reasoning applied to real world math problems – scales)
Arts Content Goals:	AH7-SA-U-3 Responding by understanding elements of drama. AH7 1.3.1 Analyze drama in dramatic works. AH-07-3.3.1 How drama fulfills a variety of purposes. Building to scale models of ancient Greek Theatre: as relates to myth
Overview:	The teachers wanted to use the experience to study theatre and elements of theatre as way of broaching other academic areas. Students have very little experience with theatre.
BIG IDEA as an Inquiry Question	What theatre can do to broaden academic and personal horizons.
Brief Step by Step Art Integrated Activities including date/goals:	<p>10/16/07 – Goal: meet the kids and break the ice. Begin focusing on the play the unit of study will concentrate on: INTO THE WEST. This was the first visit to this school for us so teaching artist Jeff Groh and Playhouse education assistant John Bromels experimented with a series of simple theatre games and ending with a couple of activities that begin to look at the play INTO THE WEST in particular the physicalization of the play. Students will both read and see the CPIP production of the play.</p> <p>10/23/07 – Goal – analysis of actor physicalization in the play INTO THE WEST; explore various elements of environments and characterization. A series of theatre games by John and Jeff were employed.</p> <p>10/25/07 – Goal –Explore how multiple characters are integral to INTO THE WEST. Students will work on one specific scene from the play where eight characters need to be created in three minutes.</p> <p>11/1/07 Students see the CPIP production of INTO THE WEST at the</p>

Art Links Integrated Curriculum Unit

	<p>Carnegie Arts Center in Covington. Brief Q&A with cast members following the show. Goal: allow them to see the production they have read and worked on and enhance observational skills.</p> <p>11/08/07 – Jeff returns for a post-performance visit and will use activities to focus on the themes of the play (and actually is theme) as today’s goal.</p> <p>11/12/07 – This will begin the scale models part of the program. Technical director and scene designer Veronica Bishop will meet first with the teachers to give them a crash course on using scale so they can better assist her in the classroom when the kids start working in scale.</p> <p>11/13/7 Goal: give the students some basic concept of set design and the elements needed to design a set. Ms Bishop, assisted by John Bromels, will show drawings and models of Playhouse sets.</p> <p>11/15/07 Goal – teach them what scale is and how to use scale. Ms. Bishop will spend the entire class time helping the kids to understand what scale is.</p> <p>11/16/07 Goal – kids will build their own scale models of an ancient Greek Theatre. In preparation for this class they have read the myth PERSEUS.</p>
<p>Extended Activity Designed by Teaching Artist – Taught by Classroom Teacher</p>	<p>The school structure prevented a lot of this. Students were asked to read the play INTO THE WEST and read the myth PERSEUS.</p>
<p>Field Research from Sources Outside the School:</p>	
<p>Assessment used for this Unit:</p>	<ol style="list-style-type: none"> 1) All student work will be assessed and some of it displayed to be viewed by others. 2) Students will do self-assessment rubric at the end of the year. 3) Teachers will do an assessment rubric for each student that will also include anecdotal assessment as well. 4) Student journals will be reviewed at the end of the year. 5) All teaching artists will fill out an assessment form at the end of each unit of study 6) Teachers will fill out an assessment form at the end of each unit of study.

Art Links Integrated Curriculum Unit

Reflections from Teaching Artist, Teachers, Students and Parents:	<p>At the end of each class/workshop students will be offered a reflection activity, usually a written assignment that will go in their journal notebooks. Teachers will be asked to see that this gets accomplished.</p> <p>In their assessment forms teachers and teaching artists will be asked reflective questions about the workshop experience.</p> <p>Teaching artists will ask guided questions about what they did that day – there be some discussion.</p>
Authors (Teaching Artist and Teacher)	Bert Goldstein Jeff Groh – Teaching artist Christine Boroff Sarah Weber Patty Velten Paula Capano Chris Schwartz
Date:	11/7/07